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ABSTRACT

This teaching guide represents the 11th grade career guidance unit, one of a 5-part guidance activity book for students in grades 8 through 12. Each unit is presented as a 2-week long program, with supplemental activities included to allow for expansion to 4 weeks. Introductory suggestions to facilitators are provided, focusing on activity adaptation, timing, small group formats, activity style, and relevance. The materials in this unit concentrate on the elements of beginning competency and employability skills, and provide a statement of goals, career guidance components, notes to teachers, subject area usage suggestions, and an overview of the 10 activity sessions. Each activity session is detailed in terms of its purpose, suggested group size, time requirement, materials, procedures, references, and sample worksheets. The appendix includes suggestions for supplemental activities, a media list, and a bibliography of secondary career guidance materials. (NRB)

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FINDING A JOB YOU LIKE

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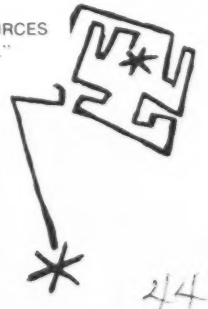

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ACKNOWLEDGEMENT

Many thanks to the secondary staff of the Pima County Career Guidance Project for their talented efforts in developing and implementing many valuable activities. They have created, written, tested, shared, and revised. Much appreciation is in our thoughts for those who worked in the target high schools and created the Career Guidance Program Manual from which we used many activities.

Special recognition goes to Diane Rasley and Karen Johnson for their special cooperation in typing.

Final appreciation is expressed to the Project Administrative staff which includes Joyce McKay, Director; Connie Daniel, Assistant Director, Tucson Unified School District; Sharon Eaton, Assistant Director, Balance of County Schools; and Don Lawhead, Assistant Director, Research and Evaluation.

Jan Gore
Career Guidance Specialist

Betty Mason
Secondary Program Implementor

SUGGESTIONS TO FACILITATORS

ADAPTING: A key factor in insuring program success is in keeping in mind the versatility of the activities being presented. Every activity can be adapted to any class, no matter what size or subject matter. Sections of one activity can be tied into sections of another in order to create outcomes that differ from those suggested here. If teachers feel the students don't need a particular activity or skill, omit and/or use a supplemental activity. Whenever possible, activities should be directly tied into the subject matter.

TIMING: Times suggested for each activity are estimates. Teachers should feel free to shorten, lengthen or modify activities to fit their particular situation and students' needs. Whenever the term class period is used, the activity should fit into a 45-55 minute time slot.

SMALL GROUPS: Whenever possible use small groups. This allows for greater student participation in a less threatening atmosphere and it also provides an opportunity for student leaders to emerge. Students can also be used as group facilitators.

STYLE: Use of these activities in any classroom serves as a highly motivating method to encourage student involvement and participation. The style of presentation and processing, rather than the exercise itself, is often the key to success. Teachers who are familiar with the activity before using it in the classroom will feel more confident and successful. The teacher or facilitator needs to model the activity by using himself or herself as an example. This gives students an understanding of the intent of the exercise and creates an atmosphere in which the students can come to terms with themselves, the school and the community. The participation of the career specialist or the school counselor might also be sought to implement the activity with the class.

RELEVANCE: It is critical that the students see the practicality and the relevance of these activities, so that school becomes a place where they are exposed to the realities of their life, their future and their community--particulary in terms of jobs. This association can be made more strongly by doing the following:

a) Summarizing each activity by asking students, "How does this activity relate to you and your future?" or "Why do you think we did this activity?"
b) Bringing community workers and employers into the classroom, as well as providing opportunities for the students to make contact with workers off campus.

The career guidance activities presented in this packet are a sample of those that can be successfully implemented in the classroom. It is crucial that the needs of students be the focal point of any activities used.

ELEMENTS OF CAREER EDUCATION	OUTCOMES OF CAREER EDUCATION	STUDENTS CONSIDERATIONS
SELF-AWARENESS	Achieve an increased awareness and understanding of interests, aptitudes, and responsibilitites as these relate to various careers.	What are my interests? What are my abilities? How do my interests and my abilities fit my career choice?
EDUCATIONAL AWARENESS CAREER AWARENESS	Deomonstrate increased interests and achievement in the educational program emphasizing communications and basic skill areas.	My favorite subject/class in school? My biggest success? How do I share these skills and successes with my community? How do I use my skills and success to meet my career goals?
ECONOMIC AWARENESS	Understanding the world of work and its impact on society.	How will my work affect my life? How will my lifestyle affect my work?
DECISION MAKING	Make decisions related to career areas being explored.	How do people affect my decisions? How does my knowledge affect my decisions? How do my beliefs, values, dreams affect my decisions? How do my decisions affect my life and work?
BEGINNING COMPETENCY EMPLOYABILTIY SKILLS	Possess career entry-level upon exiting from the formal educational program.	What do I need to get a job? How does what I learn get me a job?
APPRECIATION AND ATTITUDES	Developing an understanding and appreciation for the value of continual learning, the arts, and leisure qualities of life.	How do my attitudes affect what I learn? How do my attitudes affect what I like?

OVERVIEW OF CAREER GUIDANCE UNITS

FOR SECONDARY SCHOOLS

All units will be two weeks in length, but supplemental activities will be included to allow expansion of up to four weeks of involvement

These units were planned so that all eight elements would be covered during the four years of high school. Although we have focused strongly on several elements in each unit, most units touch on all.

Grade 8 — EIGHTH GRADE CAREER GUIDANCE UNIT

Career Awareness, Educational Awareness, Self Awareness, and Decision Making.

Students will explore careers and plan for four year high school program based on a greater understanding of themselves and their goals.

Grade 9 — DECISIONS!DECISIONS!

Self Awareness and Decision Making

Students will explore self, values and relationships. Students will understand the decision making process and goal setting.

Grade 10 — CAREER EXPLORATION

Career Awareness and Educational Awareness

Students will become familiar with a wide variety of occupations and the educational and occupational stages of a career that interests them. Students will receive a brief introduction to the process of completing an application and interviewing for a job.

Grade 11 — FINDING A JOB YOU LIKE

Beginning Competency, Employability Skills

Students will clarify their interests, abilities, and present skills and to develop expertise in presenting themselves and their skills to prospective employers.

Grade 12 — FINDING A LIFE YOU LIKE

Economic Awareness, Appreciations and Attitudes, Career Awareness

Students will plan and prepare for their future by making connections between career choice and lifestyle and to understand the economic implications of that lifestyle.

*As these units are implemented it is essential that there is coordination with other curriculum areas so that the items being taught are reinforced in other areas (career guidance infusion). For example, math classes would make an effort to reinforce economic lessons taught in the 11th grade program.

FINDING A JOB YOU LIKE

GOAL: To help students clarify their interests, abilities, and present skills and to develop expertise in presenting themselves and their skills to prospective employers.

CAREER GUIDANCE ELEMENTS: Beginning Competency, Employability Skills, Self Awareness, Career Awareness, Decision Making

NOTES TO TEACHERS: This unit contains activities for 10 sessions of 50 minute lengths. Following the 10 session activities are supplemental activities, media, and bibliography which could expand this unit to about another week. These activities are particularly effective in inducing students to actively participate in discussions with peers and facilitator. Each activity provides a title, suggested group size, time required to implement, materials needed, procedures and where applicable, a reference or source.

SUGGESTED SUBJECT AREA USAGE: English, Social Studies, Business Education

OVERVIEW OF SESSIONS

Session 1 Interests and Career Choice

Students will compare their interests with those of a "significant adult" to see where they have followed someone else's example and where they have made independent choices.

Session 2 Decisions/ Lifeline

Students will become aware of the relative difficulty of decisions, and how it can be sometimes difficult to take a stand that differs from the majority.
Students will make a sketch of their personal "lifeline" or life history to date, and will be aware of major decisions and how those decisions affected their life.

Session 3 My Life and Successes

Students will list their successes and identify which ones deal with people, which ones with things, and which ones with ideas.

Session 4 My Successes and Skills

Students identify two top successes and list skills involved in each. In small groups, the students will gain feedback and additional skills that other students identify.

*Supplemental Activity--My Strengths--Students will rate themselves from a list of personality traits and will receive feedback from classmates on same to see how the two lists compare.

*Supplemental Activity--Giving Some Thought To-- Students will rate themselves on communication skills and goal setting and receive feedback from classmates.

Session 5 What Jobs Do I Like?

Students will explore career clusters that relate to their skills and identify more jobs which may interest them.

Session 6 Selling Myself: Personal Data Sheet and Resume

Students will learn the value of the personal data sheet as an on-going record of jobs held, references and schooling information.
Students will learn how to organize and prepare a resume and use it most effectively.

Session 7 Selling Myself: The Application

Students will learn what is appropriate on an application and will complete a sample application form.

Session 8 Selling Myself: Telephone Skills

Students will practice telephone skills through role play, using simulated situations and real phones.

Session 9 Selling Myself: The Interview

Students will role play interviews within the classroom setting using guidelines of questions frequently asked.

Session 10 Selling Myself: Assertiveness

Students will practice assertive responses through role play.

APPENDIX

Supplemental Activities

--My Strengths
--Giving Some Thought to Skills and Goals

Media List

Bibliography

SESSION 1

INTERESTS AND CAREER CHOICE

PURPOSE: To promote self-responsibility and encourage recognition of choices. To begin to identify interest areas.

GROUP SIZE: 2-30 students

TIME: one class period

MATERIALS: Worksheet attached. Sheet, "Your Interests Will..."

SOURCE: Cinthia Andine, Pima County Career Guidance Project

PROCEDURE:

1. Give each student a worksheet. Explain that in the first column, under PARENT or SIGNIFICANT ADULT, student should identify a significant adult in his/her life--parent or other person who has been around during formative years.

2. Students then complete the worksheet, responding to all the questions in the column for the ADULT first. (10 minutes)

3. Answer the same questions for yourself in the ME column. (10 minutes)

4. When students complete the worksheet, ask them to compare and note similarities and differences between themselves and their chosen adult or parent. Encourage students to share observations. They may wish to discuss other persons who have been influential in their lives, by encougaging their interests.

5. Discuss statements on sheet "Your Interests Will..." Do students agree? Can they give examples? (Statements could be written on the board.)

Note to teacher:
In remaining class time explain that you are beginning a career exploration unit in which they will be looking at themselves and their present skills, as well as at specific career areas and choices.

Sheets like the one just completed should be kept in the student's notebook. At the end of the unit students will have a number of sheets which could later be used in personal career planning.

INTEREST INVENTORY I	PARENT OR SIGNIFICANT ADULT	ME
What makes (the person) feel good?		
Friends praise (the person) for what?		
What thing does (the person) do well?		
What does (the person) know most about?		
Enjoys?		
Type of Magazine		
Type of T.V. program		
Kind of Machines		
Which tools		
Type of Activity		
Type of Restaurant		
Type of people (the person) enjoys?		
Places (the person) enjoys visiting?		
Even if busy (the person) would find time for?		
As a child (the person) enjoyed doing?		
As a child (the person) wanted to be a ??? when he/she grew up.		
Jobs this person has had?		

YOUR INTERESTS WILL...

Your interests
Will introduce you to your girlfriend or boyfriend

Your interests
Will decide what your grades will be

Your interests
Will decide how you dress

Your interests
Will pick out the jobs you apply for

Your interests
Will decide who your friends are

Your interests
Will develop skills that you can use

Your interests
Will decide what you do after school or on weekends

Your interests
CAN CHANGE

The above statements are preferably put on paper as a handout. However, listing these statements on the blackboard or on newsprint, is just as useful.

SESSION 2 - PART A

MAKING DECISIONS

PURPOSE: To demonstrate relative difficulty of decision-making. Some decisions are easy, others are not. "It depends."

GROUP SIZE: 10-30 students

TIME: 10-30 minutes

MATERIALS: none

SOURCE: Pima County Career Guidance Staff

PROCEDURE:

If possible, move desks to one side of the room.

Have students stand together in center of room, close to one another.

Present an issue on which they must make a stand, pro or con. Those who are pro move to one side, those who are con to the other side. When asked, a group member should give a reason for the stand he/she took.

Have group members come to center of the room again and present another issue.

After doing this a few times, ask students: "Where does it feel more comfortable? With the group or separated on an issue?" "How comfortable are you as an individual taking a stand on something all alone?"

Issues: (use questions on which you think your students would have opinions)

Should we reinstitute the draft?
Should or could a woman be president?
Should marijuana be legalized?
Should liquor be made available younger?
Should our school attendance policy be stricter?
Should more homework be required?
Should girls be able to ask boys for a date?
Should mothers of young children work?

SESSION 2 - PART B

LIFELINE

PURPOSE: To dramatize the number of decisions and milestones we experience in a lifetine, and to plan for major decisions ahead.

GROUP SIZE: 20-30 sudents

TIME: 20-30 min.

MATERIALS: paper and pencil

PROCEDURE:

1. Teacher should demonstrate a sample lifeline on the chalkboard, explaining that students will not be required to share their lifelines unless they want to. (See sample next page)

2. Students begin to draw lifelines. First make a dot for birthdate, and today's date for reference points. They then fill in significant events and indicate by upward or downward-sloping line whether the experience was positive or negative. Ask students to predict future high or low points in their lives, and approximate years.

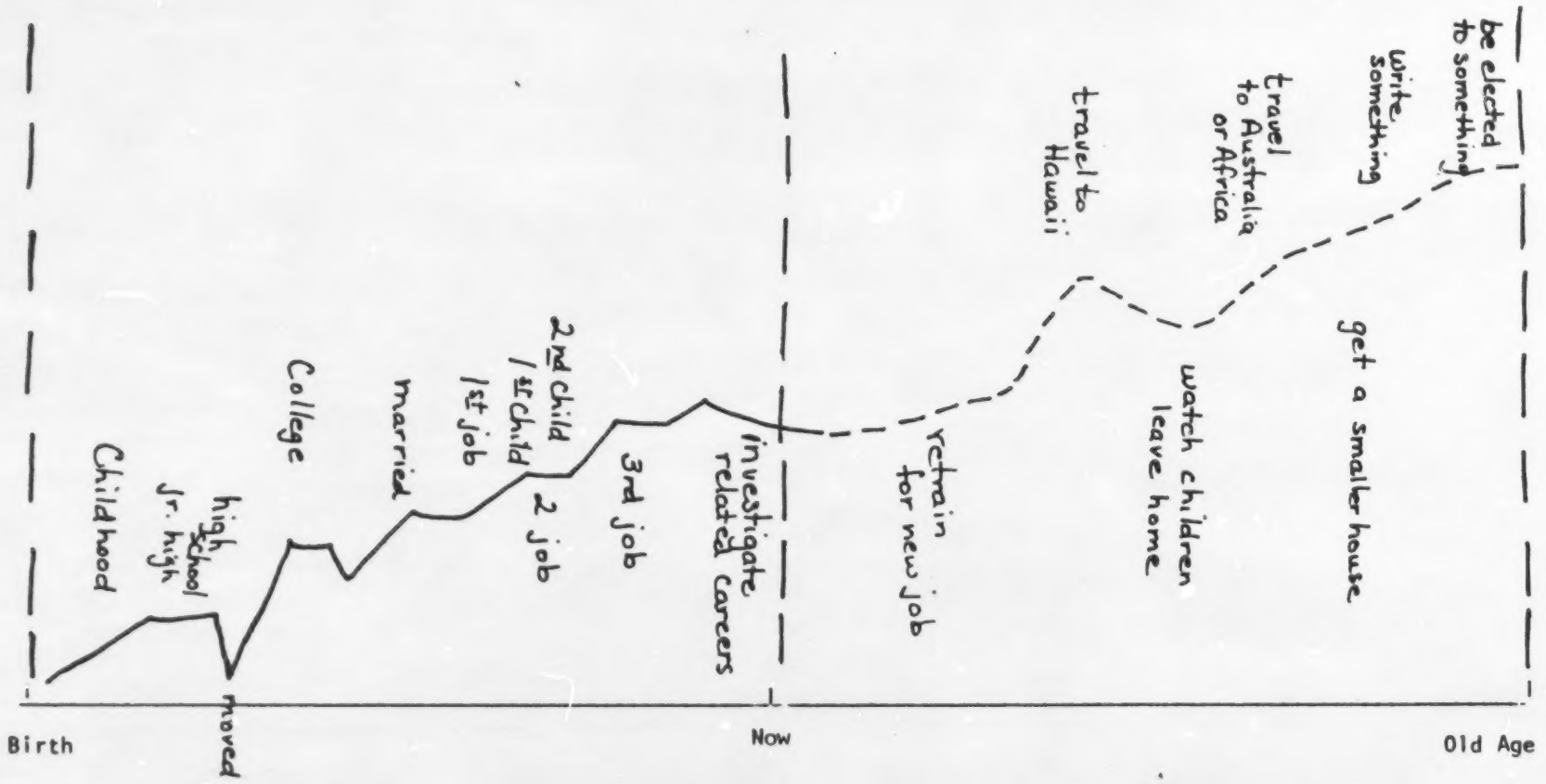
3. After ten minutes, or after most students are nearly finished, discuss in a general way the types of milestones and decisions that appear on most people's lifelines. Discuss the relative importance of decisions. Short term and long term effects. What are some typical decisions facing students in any given day at _____school?

   What do you think is the most difficult decision you've made in your life to date? What is one decision you made today?

Note: The activity will be more effective if teacher will share some of his/her personal experiences and decisions/milestones in a sample lifeline on the board or verbally.

The activity could be expanded by allowing students time to share with one another in small groups -- structure this by asking each member of the group to share one high and one low point.

Another idea would be to have students write a composition on one happy or one difficult time in their life to this point.



SAMPLE LIFELINE

To the teacher: Share some of your personal milestones; predict some in the future. Ask students to predict major dscision on their lifeline as well. (Longer pieces of paper are helpful.)

SESSION 3

MY LIFE AND SUCCESSES

PURPOSE:	To have students identify skills and interest based on experience and to break down general achievements into component skills.
GROUP SIZE:	Individual to small group
TIME:	One class period
MATERIALS:	Paper, pencil, "People, Things, Ideas" grid
SOURCE:	Adapted from MOVE, Managing our Vocational Explorations

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PROCEDURE:

On a piece of paper, number from 1 to 10 and title this page MY LIFE. List at least ten experiences, achievements or times when you felt successful or satisfied with the way you handled something. These could include activities from inside or outside school, present or past, responsibilities at home, school, clubs, work, or with friends. Make your list as long as possible. (20 minutes)

Divide into small groups of 3-4. Have the students go clockwise around the group and have each person read a success from their list. Make as many turns as possible within a ten minute time. As others share their successes, you may think of others you have had. Add these to your list. At the end of ten minutes, have the students go back to working individually. (10 minutes)

Hand out the "People, Things, Ideas" grid. The students will need to use their "My Life" list to complete the "People, Things, Ideas" grid. The directions for this part of the activity are on that sheet.

It is important for students to make a summarizing statement about the patterns they find. These should be written. They might also be shared verbally.

PEOPLE, THINGS, IDEAS

For each activity you listed on My Life, determine where it belongs on the grid. Place the number of the activity in the appropriate spaces. (Sewing, for example, would be an inside activity involving things; football would be an outdoor activity involving people, things, and ideas.

Next, find the boxes where the most numbers have been placed. Circle these main patterns.

Complete the following statement: After examining my completed grid, it looks like my major interests seem to be INDOOR or OUTDOOR (circle one) involving PEOPLE or THINGS or IDEAS (circle one).

	PEOPLE	THINGS	IDEAS
INDOOR			
OUTDOOR			

*Adapted from MOVE, Managing our Vocational Explorations, 1978, William Cabianca, ed. Arizona State Department of Education. page 25.

SESSION 4

MY SUCCESSES AND SKILLS

PURPOSE: To break down past general achievements into component skills.

GROUP SIZE: Individual to small group

TIME: Class period

MATERIALS: Pencil, handout "Top Successes"

PROCEDURE:

Hand out "Top Successes" sheet. Have students complete this sheet.

Then have them get back into the small groups they were in during the previous sessions.

Tell the students they will be sharing one of their successes and information from one of their boxes. After a student has shared this information, the others in the group will give feedback on additional skills and qualities that were involved in this success. The student who shared should put this additional information on his or her list.

Each student should have a chance to share and receive feedback.

A group that completes the sharing early should repeat the process with their second success box.

Save these completed sheets for the next session.

TOP SUCCESSES

From the activities you listed on My Life, choose two that were the most meaningful and satisfying to you. List one in each box, then list the specific tasks involved in the activity.

Example: NEWSPAPER ROUTE

1. rubberbanding each paper daily
2. counting the papers daily
3. delivering the papers on time
4. getting new customers
5. handling money
6. organizing the route
7. talking and listening to people
8. paying the bill
9. being dependable

_____ ACTIVITY	
1._____	5._____
2._____	6._____
3._____	7._____
4._____	8._____
	9._____

_____ ACTIVITY	
1._____	5._____
2._____	6._____
3._____	7._____
4._____	8._____
	9._____

Adapted from MOVE, Managing our Vocational Explorations, 1978, William Cabianca, ed., Arizona State Department of Education, pp 26-27.

SESSION 5

WHAT JOBS DO I LIKE?

PURPOSE: To give students more ideas for jobs within cluster areas of interest. To match abilities with clusters.

GROUP SIZE: 25-30

TIME: one class period

MATERIALS: Printed sheet of clusters, attached. Index cards. Occupational Outlook Handbooks and Dictionary of Occupational Titles, if available.

SOURCE: Jan Gore, Pima County Career Guidance Project

PROCEDURE:

If teacher is not familiar with the 15 occupational clusters designated by the U.S. Office of Education, s/he should study the attached sheets for background prior to the lesson.

Review with students the previously completed worksheets in which they identified interest areas and job skills. How many scored highest in Data? People? Things? How many were split evenly between People and Things? Data and Things? Indoor? Outdoor? (5 min.)

Pass out a list of the clusters or list them on the board. Take ten minutes or so to go over the clusters, asking students to furnish one or two examples for each one, and perhaps making a general statement about the types of jobs that would be found under each one. Jobs in a given cluster are likely to attract workers with similar abilities and interests. (10 min.)

Now ask students to name clusters which might interest people who like working with data? with things? with people? (10 min.)

At this point pass out index cards and ask students to put their names and the title of one cluster that interests them at the top of the card. Ask students to move into groups of clusters. All interested in transportation sit together. Construction, Services, etc.(Clusters with only one student in them could be combined with another similar cluster.) The task now is to write on the cards two or more jobs from that cluster which interest the student, and which match his/her interests and abilities. Get feedback from other group members -- additional job suggestions. The Occupational Outlook Handbook could be useful if available, as it lists jobs by cluster. (30 min.)

The teacher may wish to collect the cards to add additional suggestions.

JOB CLUSTERS WITH JOB AREAS

BUSINESS AND OFFICE

Management, supervision, personnel, accountant, bookkeeper, systems analyst, computer programmer, computer operator, secretary, stenographer, general office clerk, clerktypist, machine transcriber, office machine operator, office supervisor, office manager, entrepreneur, corporation ownership

MARKETING AND DISTRIBUTION

Management, supervision, personnel, advertising display, public relations, product transport, storage materials handling, selling, industrial purchasing, buying for resale, procurement, trade, non-store retailing, finance, credit, insurance, research

COMMUNICATION AND MEDIA

Management, supervision, personnel, data transmission, telegraph, telephone, radio/television, satellite transmission, laser transmission, photographic reproduction, recordings, signal/symbols, design, production, graphic arts, journalism, commercial art

CONSTRUCTION

Management, supervision, personnel, crafts, material procurement, equipment operators, estimating, masonary, architectural design, nursery operations, ground maintenance, site preparation, utilities, foundation work, prefabrication, building systems

MANUFACTURING

Management, supervision, personnel, assembly line operators, machine operators, foundry operations, material handling, recycling operators, product inspection, quality controller, product promotion, researcher, consumer research

TRANSPORTATION

Management, supervision, personnel, commerical aviation, spacecraft transportation, pipeline and tank firm maintenance, liquid and gas trasmission, solids transmission, inland water transportation, ocean water transportation, stewards, merchant marine officers and seamen, land transportation, dispatchers, agents, structural maintainer

AGRI-BUSINESS AND NATURAL RESOURCES

Management, supervision, personnel, guardianship of Indians, Eskimos and trust territories, conservation, pollution control, desalinization, mineral, petroleum, forestry, land and water management, hydro-electric power, fire control, planting and thinning of forest, fisheries and wildlife propagator, fish farmers, mining controls, petroleum seismographologist, horticultural products, food grading

MARINE SCIENCE

Management, supervision, personnel, marine microbiological researcher, marine animal researcher, marine ecology researcher, seafood processor, ocean fisherman, seafood inspector, seaweed harvester and processor, charter boat operator, navigator, aquiculturer, fish hatchery operator, catfish grower, oceanographer, ocean mineral explorer, ocean current and water researcher, offshore mineral production, underwater construction worker, underwater salvage worker

ENVIRONMENTAL CONTROL

Management, supervision, personnel, soil and mineral conservation control, soil management, mineral extraction, air pollution, meteorological processes, waste disposal, urban planning, rural development, ornamental horticulture, noise abatement, parasite control, public land creation, protection, and management, enforcement of timber, game and wildlife laws

PUBLIC SERVICE

Management, supervision, personnel, parks recreation design, maintenance of campgrounds and trails, public housing, social and rehabilitation of children, adult and falmly, legal service, prison industries, public nursing homes, employment services, defense, post office, public utilities, highways, public transportation, education, teachers, police and firemen

HEALTH

Management, supervision, personnel, medical records, medical library science, medical illustration and photography, vital statistics, health maintenance, community health services, pediatric care and service, geriatric care and service, mental health, psychiatric services, first aid and rescue, medical emergency service, accidents, poisoning, control prevention, dental care, pharmaceutical science and public health, private health

RECREATION, HOSPITALTIY AND TOURISM

Management, supervision, personnel, recreation planning, natural resource development, leisure-related property, vacility and commodity entreprenuership, pre-school play and day care centers, discotheques, golf and tennis clubs, museums, libraries, physical recreation program, festivals, fairs, travel aids, recreation sanitation, recreation safety, therapeutic recreation, correctional recreation, avocational counseling

FINE ARTS AND HUMANITIES

Management, supervision, personnel, creating, performing, performing arts design, performing arts production, artist management, visual and graphic arts, media typing and filming, creative writing, languages, cultures

PERSONAL SERVICES

Management, supervision, personnel, barbering, cosmetology, counsultation and services on human weight control, massage, grooming of pets, obedience training, boarding and hospital services for pets, mortuary science

CONSUMER AND HOMEMAKING

Management, supervision, personnel, food service production, management, delivery, development and nutrition, clothing design, alteration and product development, child care homes, services, guidance, public housing, social welfare, personal-family relationships, housing design, interior decoration, furnishing selection, refinishing

SESSION 6

SELLING YOURSELF: THE PERSONAL DATA SHEET AND THE RESUME

PURPOSE: Students will complete a Personal Data Sheet that can then be used as a guide for writing a resume and completing a job application.

GROUP SIZE: 20-30 minutes

TIME: 30 minutes

MATERIALS: Personal Data Sheet (see attached)
Sample Resume (see attached)

PROCEDURE:

Personal Data Sheet

Introduce the Personal Data Sheet by explaining that often the information requested on an application form is not readily available to the applicant. This information includes past addresses, dates of past employment, names and addresses of previous employers, addresses of schools attended, references, etc. The Personal Data Sheet provides the student with this information on a separate sheet, enabling him to be prepared to complete an application when applying for a job.

Give each student a blank Personal Data Sheet.

Review the sheet with the class, emphasizing the need to read the entire form through thoroughly before attempting to fill it out.

Have students complete the form, leaving blank those spaces where the information is not known. Advise students to put "N/A" (not applicable) in those spaces where the question or information does not apply to them.

Have students complete the blanks at home.

Resume

A good resume shows your qualifications in a graphic way. A resume should show factual information. It should also emphasize any experience that pertains to the job you are seeking. It can be helpful to have one to give to a prospective employer at the end of an interview.

Using the suggested format, prepare a resume of your own.

Note to the teacher: You may wish to make up a sample resume and simply show it on an overhead or make copies for interested students to keep for future reference.

PERSONAL DATA SHEET

NAME_____ AGE_____

ADDRESS_____

_____ Zip Code_____

PHONE NUMBER_____ SOCIAL SECURITY NUMBER_____

DATE OF BIRTH_____

EDUCATION:

High School_____ City_____ State_____

Dates Attended_____ Diploma_____

Highest Grade Completed_____

College / Business / Trade / Correspondence					
Name of School	From	To	Major	Total Credits	Certificate

Work Experience (Begin with present or most recent)

Dates From/To	Employer's Name	Supervisor	Occupation Title	Salary	Reason for leaving

Hobbies, special skills, travel, special training, etc.

_____

_____

_____

REFERENCES

NAME _____ OCCUPATION _____

ADDRESS _____

_____ Zip Code _____

PHONE _____

NAME _____ OCCUPATION _____

ADDRESS _____

_____ Zip Code _____

PHONE _____

NAME _____ OCCUPATION _____

ADDRESS _____

_____ Zip Code _____

PHONE _____

RESUME

NAME:	Susan Marie Barton
ADDRESS:	2409 West Virginia Apt. 4-D Phoenix, Arizona 85009
TELEPHONE:	(602)736-0918
MARITAL STATUS:	Single
PARTICULARS:	Height -- 5'4" Weight -- 120 lbs.
CAREER OBJECTIVE:	To become involved in chemical research with major pharmaceutical company.

EDUCATION:

Arizona State University, 1981 (expected graduation date)
Major: Chemistry
Minor: Business Administration

South Mountain High School
Phoenix, Arizona --1977

Arizona National Guard -- Summer/Fall, 1977

EMPLOYMENT

Summer Employment -- Worked as Laboratory Technician at Johnson & Johnson, Phoenix, in animal research section.

Summer, 1977 -- Learned skills in Laboratory Technical work as member of Arizona National Guard. Used these skills to work my way through college. Still serve 1 weekend a month, where I receive additional training in lab work.

Summer, 1976 -- Worked as assistant to veterinarian performing various functions in the care of animals.

REFERENCES: Upon request.

SESSION 7

SELLING YOURSELF: THE APPLICATION

PURPOSE: To gain practice relaying information about oneself through applications and interviews.

GROUP SIZE: 25-30 students

TIME: One class period

MATERIALS: Blank application form for every student. (Sample of good and bad application.) Optional: overhead projector and overhead transparency of good application and poor application.

SOURCE: Pima County Career Guidance Project

PROCEDURE:

1. Pass out blank applications. Discuss with students what would or would not make a good impression on an employer.

2. On the overhead demonstrate applications incorrectly filled out. For authenticity visit an employment agency and get real examples. Ask students what sort of impression each conveys.

3. Review the form with the class emphasizing the importance of understanding every term and question.

4. Have students read the form in its entirety so that they become familiar with it before they begin working on it.

5. Stress the importance of legibility, neatness, correct spelling, careful consideration in choosing references, and the need for factual information, since the application is often the first contact the employer has with the applicant.

6. Go over information on "Creating a Favorable Impression on the Company Application Form."

7. Collect applications for use in role play of interviews during the next session.

CREATING A FAVORABLE IMPRESSION ON THE COMPANY APPLICATION FORM*

A. Never underestimate the importance of creating a good first impression!
   1. You can see what a difference there is between two applications. If you were an employer and you saw these two applications before you had conducted a job interview would it not affect your opinion of that person?
   2. You can open the door to the employer for a job interview if you create a good impression with your application.

B. The Application Form.
   1. Goal: To help you prepare an application which will make a positive impression on the employer.
   2. Criteria: Information offered on the company application form should:
      a. be prepared before you go looking for work. That is the purpose for preparing your Model Work History.
      b. be neatly printed within the space allowed. That is why you were asked to print your information during your self-appraisal.
      c. describe your abilities, not your disabilities.
      d. provide facts to accurately describe what the employer may expect of you on a particular job.
      e. enable you to control the providing of information concerning problems you may have in such a way as to avoid creating a negative impression in the employer's mind.

C. There are three possible ways to handle problem questions on the application.
   1. Admit that a problem exists.
   2. Place an asterisk (*) in the blank of the application and explain the problem during the interview.
   3. Deny the existence of the problem but understand the consequences of the denial. The employer, when he finds out after he has hired you,
      a. will fire you immediately, or
      b. give you an opportunity to explain and
         (1) forget it with reservations or
         (2) fire you.

D. Answering specific questions on the application.
   1. Questions regarding physical problems or limitations:
      a. If problem is obvious or would be discovered through a physical examination or may have some effect on how you work, it should be indicated on the application.
      b. Avoid using medical terms.
   2. Questions about mental illness:
      a. Asterisk and be prepared to discuss during interview.
      b. Do not indicate illness of family member.
   3. Questions asking if you have received Workmen's Compensation:
      a. Answer honestly. If "yes" be prepared to explain during interview.
      b. Complete history is necessary, especially if litigation is still pending.
   4. Questions regarding arrest or imprisonment:
      a. Honest answers are best.
      b. You are not required to list arrests. You may need to list convictions.
      c. Otherwise, use asterisk and be prepared to discuss during interview.
      d. If you are on parole, the parole officer will be getting in touch with employer so employer must be informed.

5. Questions regarding military status:
   If discharge was other than "honorable" asterisk and explain during interview.
6. Question on employment history:
   a. Spotty work history between full-time jobs:
      (1) must be explained satisfactorily.
      (2) requires practicing answers ahead of time.
   b. If you have held many jobs:
      (1) stress those jobs that are similar to kind of work you are applying for.
      (2) be able to explain satisfactorily reasons for holding many jobs.
   c. If you must list a former job for which you expect a poor reference- asterisk and explain to employer during interview.
7. Questions on education:
   a. If you are over-educated for the job:
      It may be wise in not indicating more than the job requires.
   b. If you dropped out of school:
      You must be able to explain how you can compensate for what you lack in education.
8. Do you plan any future schooling?
   a. This relates to the job applied for, not your personal ambitions.
   b. Leave blank unless you are willing to attend "if it will help you in your work."
9. Interests and Hobbies:
   a. List active interests and hobbies that relate to job goal only.
   b. Avoid listing "television," "movies," because they are diversions, not interests and hobbies.
10. Minimum Salary:
    Best answer is "open" because it provides you the opportunity to negotiate.
11. What position would you like to have 10 years from now?
    a. Should relate to the job being applied for.
    b. A machine operator might say, "Foreman."
    c. An assembly line applicant might say, "Lead person."
12. What led you to consider becoming an employee of this company?
    Something complimentary such as "I've heard good things about this company."
13. Questions regarding your outstanding debts:
    a. Acceptable: "house" and "auto"
    b. Avoid: listing amounts
14. Why did you leave your last job?
    a. Acceptable: Seasonal, to take a better job, moved, injured.
    b. Avoid: "Fired" asterisk and explain during the interview.
15. Questions that do not apply to you"
    a. Draw a short (——) or
    b. Use "NA"(Not Applicable)
16. References:
    a. Acceptable: former employers, reputable business people, and reputable citizens, be sure to clear with them ahead of time so they will be expecting to be contacted.
    b. Avoid: medical or psychiatric doctors and social workers.

*Excerpted from materials printed by Arizona Department of Economic Security.

application for employment

PERSONAL INFORMATION

Date _____ Social Security Number _____

Name _____ Age _____ Sex _____
Last First Middle

Present Address _____
Street City State Zip

Permanent Address _____
Street City State Zip

Phone Number _____ Own Home _____ Rent _____ Board _____

Date of Birth _____ Height _____ Weight _____ Color of Hair _____ Color of Eyes _____

Married _____ Single _____ Widowed _____ Divorced _____ Separated _____

Number of Children _____ Dependents Other Than Wife or Children _____ Citizen of U. S. A. Yes ○ No ○

If Related to Anyone in Our Employ, State Name and Department _____ Referred By _____

Last First Middle

EMPLOYMENT DESIRED

Position _____ Date You Can Start _____ Salary Desired _____

Are You Employed Now? _____ If So May We Inquire of Your Present Employer _____

Ever Applied to this Company Before? _____ Where _____ When _____

EDUCATION	Name and Location of School	Years Attended	Date Graduated	Subjects Studied
Grammar School				
High School				
College				
Trade, Business or Correspondence School				

Subjects of Special Study or Research Work _____

What Foreign Languages Do You Speak Fluently? _____ Read _____ Write _____

U. S. Military or Naval Service _____ Rank _____ Present Membership in National Guard or Reserves _____

Activities Other Than Religious (Civic, Athletic, Fraternal, etc.) _____
EXCLUDE ORGANIZATIONS THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS

(Continued on Other Side)

FORMER EMPLOYERS (List Below Last Four Employers, Starting With Last One First)

Date Month and Year	Name and Address of Employer	Salary	Position	Reason for Leaving
From				
To				
From				
To				
From				
To				
From				
To				

REFERENCES: Give Below the Names of Three Persons Not Related To You, Whom You Have Known At Least One Year.

	Name	Address	Business	Years Acquainted
1				
2				
3				

PHYSICAL RECORD:

List Any Physical Defects

Were You Ever Injured? Give Details

Have You Any Defects In Hearing? In Vision? In Speech?

In Case of Emergency Notify
Name Address Phone No.

I authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called fo is cause for dismissal. Further, I understand and agree that my employment is for no definite period and may, regardless of the date of payme of my wages and salary, be terminated at any time without any previous notice.

Date Signature

DO NOT WRITE BELOW THIS LINE

Interviewed By Date

REMARKS:

Neatness		Character	
Personality		Ability	

Hired For Dept. Position Will Report Salary Wages

Approved: 1. Employment Manager 2. Dept. Head 3. General Manager

SESSION 8

TELEPHONE SKILLS

PURPOSE: To practice role-playing various situations to increase competencies in using the phone. These calls will be of a social, work-oriented, and information-seeking nature.

GROUP SIZE: 20-30 students

TIME: One class period

MATERIALS: phones, cards with suggested role-playing situations. (Phones can be obtained free of charge from your local Bell Telephone Company).

SOURCE: Dot Jones and Jan Gore, Pima County Career Guidance Project

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PROCEDURE:

Discuss the importance of making a favorable impression on the telephone, regardless of the nature of the call. Often the first contact between an employer and an applicant is on the phone, and style and skill of the applicant is critical.

Role-play several situations, using the phones, and the students should evaluate the techniques demonstrated.

Form groups with one facilitator per group, and pairs of students can then role-play the situations written on 3x5 cards, Each student should have an opportunity to initiate a call and to receive a call.

Student desks could be placed in three circles, of 8-10 students each. Each group would have two phones which would be passed around the circle until everyone had a chance to role-play.

Sometimes students get the giggles. If this is a problem, desks may be moved so that the persons talking do not see one another, only hear.

SUPPLEMENTAL MATERIAL: Your local phone company has printed material and films for classroom use.

SUGGESTED ROLE-PLAYING SITUATIONS FOR 3x5 CARDS

1. Answer an ad in the newspaper.
2. Take an interview on the phone.
3. You are at work and your boss asks you to call someone to leave a message for them.
4. Call the newspaper to inquire about getting a job as a newspaper delivery person.
5. Call a company or restaurant chain to inquire about possible employment possibilities.
6. Place a collect long distance call from your business office to place an order.
7. Call friends of the family to get ideas about places to look for a summer job.
8. Call a business office to find out the procedure for applying for a job with them.
9. Call an acquaintance to find out if there are any summer job openings where he works.
10. Call a neighborhood business to see if there are any jobs available for the summer.
11. Role-play a situation where student has to take down a lot of written information.

SESSION 9

SELLING YOURSELF: THE INTERVIEW

PURPOSE: To gain practice relating information about oneself through role-play of a job interview.

GROUP SIZE: 10-30

TIME: 20-50 minutes

MATERIALS: Job applications previously filled out. An interviewer, or students in paris or triads. Poster, if available, titled "Are You a Nurd?"

SOURCE: Pima County Career Guidance Project

PROCEDURE:

Give a short introduction by discussing the appropriate behavior one is expected to display, such as mode of dress, posture and body language, attitude, and attending skills. Or use the Nurd poster to show in a humorous way the kinds of things to avoid.

Advise students of the importance of preparing questions in advance that they could ask their interviewer. This shows interest in the job and is a quality that a potential employer will appreciate.

Using one or more student volunteers, role-play two interview situations - one demonstrating inappropriate behaviors and another demonstrating acceptable ones.

Next, have the students role-play interviews. This process can be done in several ways:

A. A guest interviewer from a Personnel Department of a local business can interview students in front of the entire class.

B. A colleague may be asked to act as personnel manager.

C. Students can be put into two-person teams, and with the aid of the Job Applicant's Interview Guide and the Employer's Interview Guide, can role-play interviews. The "employer" can them complete the Employer's Evaluation Form on the "applicant."

D. Any combination of the above, or the attached forms, may be used to fit the needs of a particular group.

Encourage students to become totally involved in the role-playing situation so that they can seriously evaluate their own performance.

In A, or B above, give brief feedback after each student interview, saying something positive about each one as well as mentioning one area that need improvment.

APPLICANT'S INTERVIEW GUIDE

Tips for a Sucessful Interview

1. Be enthusiastic when you meet your interviewer. Learn his/her name and greet the interviewer with a smile. Shake hands only when offered, and sit only when the interviewer offers you a seat.
2. Take a small note pad with you.
3. Maintain good eye contact with the interviewer and good posture.
4. Be articulate and well-mannered.
5. Ask questions.
6. When the interview is over thank the interviewer for his/her time.

EMPLOYER'S INTERVIEW GUIDE

Tips for a Successful Interview

1. Greet with a smile, a handshake, and offer the applicant a seat. Call the applicant by name.
2. Ask the applicant why he wants to work, what skills he/she has to offer. Ask about hobbies and plans for the future.
3. Tell the applicant at the close of the interview that you will contact him/her about the job. Use the Evaluation Guide to evaluate the applicant.

QUESTIONS OFTEN ASKED IN AN INTERVIEW

The interview is an exchange of information. It is helpful, both to the employer and to you, The employer tries to learn what you are really like. You have a chance to see if you really want the job. In most cases, the employer asks you questions. You can also ask questions. The following questions are often asked by the employer or interviewer:

1. Why would you like to work for this company?
2. Do you want a permanent or temporary job?
3. What job would you most like?
4. What do you want to be doing in five years?
5. What qualifications do you have for this job? (This just means what skills and experience you have that will help on this job).
6. What subjects in school do you like best? Least?
7. Do you prefer working alone or with others?
8. How do you use your free time? Do you have hobbies?
9. What can you do best? What can you not do?
10. What jobs have you had? Why did you leave?
11. What pay do you expect?
12. Have you had any serious illnesses?
13. Do you smoke?
14. How many days of school did you miss last year?
15. What grades did you get in your school work?
16. What hours can you work? How will you get to work?
17. Do you take part in sports at school? Are you on a team? (Some employers think if you are on a team you will not have time to work).

Here are some questions you can ask when you apply for a job. Of course, do not ask them if the answers have been given.

1. What are the duties on this job?
2. What are the hours?
3. Would I be working with someone else?
4. Who can I ask for help if I need it?
5. What is the starting pay?

NAME OF APPLICANT _____

NAME OF INTERVIEWER _____

EVALUATION GUIDE

	Excellent	Good	Average	Fair	Poor
1. Appearance					
2. Disposition					
3. Eye-contact					
4. Posture					
5. Speech					
6. Self-confidence					
7. Attitude					
8. Interest					
9. Enthusiasm					
10. Listening skills					

Statement of overall impression of the applicant:

SESSION 10

PRACTICE IN ASSERTIVENESS

PURPOSE: To develop in students an understanding of interpersonal relationships and the benefits of good communication skills.

GROUP SIZE: 5-25 students

TIME: One class period or more

MATERIALS: Situations for discussion and role-play

SOURCE: Pima County Career Guidance Project Staff

PROCEDURE:

The teacher should introduce the concepts of three types of behavior: agressive, nonaggressive, and assertive. This could be done through "acting out" a situation from his or her own experience, using students as "extras" where needed. Or, the teacher could simply read the attached sample situation about the restaurant and the steak. Whatever situation is chosen, be sure to demonstrate all three types of responses so that students see the difference. (10 minutes)

Discuss how the principal actors felt in each response; the customer, the waitress, and the friend. Ask the students to share some situations where they have had difficulty getting what they wanted. (5-10 minutes)

Now take "Situations for Role Play" and divide the class into groups of three. Two persons role play while the third acts as observer. When role play is finsihed, the "observer" tells the players what he saw. All three take turns role-playing and observing. (15 minutes)

To conclude, the teacher may wish to ask one group to volunteer to do their situation in front of the whole class. (5 minutes)

Or, you might ask students to take a few minutes to write down their personal goals for more assertive behavior. These need not be shared, since the value is in recognizing some area which may need improvement.

DEFINITIONS

Assertiveness is interpersonal behavior in which a person communicates with others in an honest, direct, constructive and appropriate manner. Assertive behavior enables a person to express thoughts and feelings in a straight-forward manner and to exercise personal rights without denying the rights of others.

The purpose of assertive behavior is to maintain constructive relationships with other human beings.

To any interpersonal situation, an individual may respond in a number of different ways. Today we will be focusing on three broad types of responses.

SUB-ASSERTIVE RESPONSE: A person who responds to an interpersonal situation sub-assertively gives his/her power to the other. Sub-assertive people allow others to express their wishes at the expense of their own. They deny themselves. The result is that they seldom achieve their desired goals, allowing others to choose for them instead. They often feel hurt, anxious, or "used" as a result of the interaction.

AGGRESSIVE RESPONSE: People who respond aggressively to interpersonal situations assert their rights at the expense of the other. They become angry, aloud, abusive, etc. They run roughshod over the other. The result is that the other person's rights have been denied and the other person commonly feels hurt, defensive, humiliated or "put down".

ASSERTIVE RESPONSE: People who respond assertively to interpersonal situations honestly express their feelings. They keep in mind both their own rights in the the situation and those of the other person; neither person's rights are discounted or ignored. The result is that both parties feel good about the interaction.

Source: Professor Liz Yost, University of Arizona Summer Workshop, 1979.

SAMPLE SITUATION WITH RESPONSES

SITUATION:

You and a friend of the same sex are dining at a local restaurant. You order a rare steak, but when the steak is served, you find that it is well done.

Sub-assertive response.

You grumble to your friend about the "burnt meat" and vow not to patronize this restaurant in the future. But you say nothing to the waitress. When the waitress comes to your table to ask if everything is all right, you say, "fine".

Aggressive response.

You angrily summon the waitress to your table. You berate her loudly for not complying with your order. Your actions embarrass both the waitress and your friend. You demand and receive another steak, this one more to your liking. You feel in control of the situation, but your friend's embarrassment caused the conversation to be stilted and spoils your evening. The waitress is humiliated and angry.

Assertive response.

You motion the waitress to your table. Noting that you had ordered a rare steak, you show her the well done meat. You ask politely, but firmly, that it be returned to the kitchen and replaced with the rare cooked steak you originally ordered. The waitress apologized for the error and returns with a rare steak. You and your friend enjoy your dinner and tip the waitress accordingly.

*From Robert Alberti and Michael Emmons, Your Perfect Right: A Guide to Assertive Behavior, Impact, Box 1094, San Luis Obispo, CA 93406. pp. 12-3. Used with permission.

SITUATIONS FOR ROLE PLAY

1. You bought a pair of expensive jeans. The clerk said they would not shrink. They did shrink, and you want your money back.

2. You are walking down the hall. Someone grabs your comb out of your pocket as a joke and says "Ha, ha look what I have". You want it back.

3. The band teacher is pressuring you to stay in band, but you want to take vocational printing. They meet the same period.

4. You are in a store waiting to be served. You are next, but the clerk turns to wait on a well-dressed businessperson instead of you.

5. Your parents want you to go to college and major in business and accounting. You are skilled in drafting and have been offered a job right out to high school that pays $11,000/year. You want to take the job.

6. You buy some groceries for making pizza. When you get home you discover that the sausage is spoiled.

7. There is a boy who sits across from you in math who often copies your work. You like him, but you don't want to get in trouble, or give him the answers.

8. You have just been to a movie. Your date wants to go to a party afterwards, and you can't because you promised your parents you would be home. But you don't want your date to be angry.

9. A teacher seems to pick on you and accuse you whenever there is noise in the back of the room.

10. A teacher has given an assignment which you will not be able to complete in the time allowed because of your part-time job.

11. You tell a friend something expecting him to keep it to himself. You later find he has told others.

12. A friend has borrowed your best sweater and returned it with a spot on the elbow.

EVERY PERSON'S BILL OF RIGHTS

1. The right to be treated with respect.
2. The right to have and express your own feelings and opinions.
3. The right to be listened to and taken seriously.
4. The right to set your own priorities.
5. The right to say no without feeling guilty.
6. The right to ask for what you want.
7. The right to get what you pay for.
8. The right to ask for information from professionals.
9. The right to make mistakes.
10. The right to choose not to assert yourself.

SUPPLEMENTAL ACTIVITY

MY STRENGTHS

PURPOSE: To make the student aware of her personal qualities, to enable her to talk about herself comfortably.

GROUP SIZE: Class size (12-25 students)

TIME: 40 - 55 minutes

MATERIALS: Adjective checklist, discussion questions (attached)

SOURCE: Cinthia Andine, Pima County Career Guidance Project

PRODEDURE:

1. Pass out adjective check sheet (following page). Have each student fill it out for himself. (Note: a review of word definitions may be helpful in some groups.)

2. Have everyone find a partner. Pass out adjective check list again. This time have each person check off their impressions of their partner.

3. Have the partners return the checksheet to each other. Each person now has two sheets, one of how he sees himself, another as he is seen by others. Receive feedback on the list. Go around the room and have the students make I am statements based on the list.

4. Allow large group discussion on the results. Compare the personal checklist with the partner's list.

5. Break up into small groups of four or five and address the following questions:

   A. Did your partner check off a descriptive word (about you) that is a surprise? Put a question mark beside that word.
   B. Are there any words on your list that you did not check off for yourself that you would like to?
   C. Do you view yourself in the same way other people view you? Explain.
   D. Do you feel that to talk about yourself with an employer is going to be uncomfortable? Why? Discuss.

To the teacher

For this part of the exercise it would be helpful to have teacher aides, peer counselors or counselors to assist or lead the small groups. If you have students who are leaders and could keep the discussion going, this would suffice.

HOW WOULD YOU DESCRIBE YOURSELF?

___ careful
___ trusting
___ distrustful
___ loud
___ joyful
___ sad
___ shy
___ graceful
___ honest
___ snobbish
___ wise
___ busy
___ intelligent
___ stupid
___ well-groomed
___ creative
___ possessive
___ forgetful
___ respectful
___ small
___ competitive
___ passive
___ pushy
___ short-tempered
___ dependent
___ generous
___ easy-going
___ energetic
___ narrow-minded
___ careless
___ stern
___ humorous
___ complaining
___ independent
___ shy
___ thin
___ sturdy
___ athletic
___ sexy
___ sarcastic
___ cruel
___ defiant
___ mature
___ dedicated, devoted
___ loving
___ lazy
___ pleasant
___ neat
___ caring
___ thoughtful
___ bossy
___ proud
___ fair
___ carefree
___ humorless
___ talented
___ self-centered
___ accepting
___ healthy
___ jealous
___ proper
___ aggressive
___ jumpy
___ short
___ interesting
___ appealing
___ negative
___ tall
___ calm
___ alert
___ talkative
___ hardworking
___ warm
___ angry
___ moody

SUPPLEMENTAL ACTIVITY

GIVING SOME THOUGHT TO SKILLS AND GOALS

PURPOSE: To encourage self-exploration and provide opportunities for change.

GROUP SIZE: Individual

TIME: 15-20 minutes now, and 15-20 minutes later, as well as individual time eight weeks later

MATERIALS: Handout, blank envelopes

SOURCE: Cinthia Andine, Pima County Career Guidance Project

PROCEDURE:

Hand out the worksheet, "Giving Some Thought To Skills And Goals." After students have had a chance to look at the worksheet, go over any vocabulary or statements that might require clarification or discussion. In addition, explain that this worksheet is strictly private; no one else will see it but themselves.

While students are responding to the worksheet, pass out to each person a blank envelope. Instruct students that before they fold their worksheet and put it in the envelope they are to circle one item on the "Giving Some Thought To Skills And Goals," that they will change for themselves over the next semester. At this point the worksheet goes into the envelope and the envelope is sealed.

Collect the envelopes and put away for the remaining semester/or unit.

At the end of the semester, or the unit, give students another copy of "Giving Some Thought To Skills And Goals."

Again, allow students to fill out the worksheet, reminding them that no one else will be seeing their responses. When they have completed their worksheet and have picked one item they are going to work on, then hand back the envelope containing the previous worksheet. Give students an opportunity to compare their two worksheets, then open up for discussion.

To The Teacher: Once the students have had a chance to compare the two worksheets, the discussion will be most important for exploring various avenues; approaches to change. Seek out students who are surprised with their results. Explore the issue of change. How it happens differently for each one of us.

Optional: Invite your school counselor in to visit individually with your students. Class can continue as usual with a private space in the back of the class for counselor and student to talk. This process might take several weeks; a schedule can be worked out with your counselor. Students can make up any work they miss.

GIVING SOME THOUGHT TO SKILLS AND GOALS

	DOING ALRIGHT	NEEDS TO DO IT MORE	NEEDS TO DO IT LESS
Talking to group discussions	_____	_____	_____
Giving my opinion forcefully	_____	_____	_____
Listening alertly	_____	_____	_____
Sensing reactions of others	_____	_____	_____
Stating problems or goals	_____	_____	_____
Asking for ideas (help)	_____	_____	_____
Giving ideas	_____	_____	_____
Helping people reach agreements	_____	_____	_____
Upholding rights of individuals	_____	_____	_____
Expressing praise or appreciation	_____	_____	_____
Letting others know how I feel	_____	_____	_____
Controlling my emotions	_____	_____	_____
Disagreeing openly	_____	_____	_____
Being able to cope with conflict or anger	_____	_____	_____

Do I know what I want to do when I leave high school?_____

Am I happy with the way my life is going at school, with my classes?_____

Do I have other activities that keep me busy after school?_____

Do I have special interests that I enjoy?_____

If I want to go to college, do I know what I have to do to get in?_____

Do my parents and I understand each other?_____

Do I have my own opinions and I stand up for what I believe?_____

RELATED CAREER GUIDANCE MEDIA

FOR

FINDING A JOB YOU LIKE

A Career is Calling, film and spiritmaster, A.T. & T.
A Sense of Responsibility, film, B.F.A.
Don't Get Fired, book, Janus Publications
How Do You Get There, film
How To Find and Keep a Job, filmstrip, G.A.
Human Relations Kit, McGraw-Hill
Job Interview, book, Janus Publications
Job Survival Skills Kit, filmstrips and activities, Singer
Jobs for High School Students, filmstrip, G.A.
Lifeskills: Filling out Forms and Following Directions, kit and filmstrip, Singer
Lifeskills: Getting a Job, kit and filmstrip, Singer
Lifeskills: Advancing on the Job, kit and filmstrip, Singer
Liking Your Job and Your Life, filmstrip, G.A.
Mr. Rooney Goes to Work - Part One and Part Two, films, B.F.A.
Teletrainers: Business phone equipment, A.T. & T.
Teletraining: For Business Studies, kit of booklets and posters, A.T. & T.
Trouble At Work, fimstrip, G.A.
Why Work At All, fimstrip, G.A.

Media is usually an integral part of a unit such as this. This unit was developed without dependency on media so a teacher would be able to present concepts completely during the two weeks even if no media was available. The media can be used to supplement and enhance the concepts.

This is a list of media available for Pima County schools serviced by the Career Guidance Project. Check your school or district's resources for materials available from them. This is not a complete list of media available on this subject.

SECONDARY CAREER GUIDANCE MATERIALS

DECIDING: A LEADER'S GUIDE
(College Entrance Examination Board)

DECIDING FOR MYSELF
(Winston Press)

DECISION MAKING FOR CAREER DEVELOPMENT/ROLE PLAYING PROGRAM
(Science Research Associates)

ECONOMICS FOR YOUNG AMERICANS
(Chamber of Commerce of the United States)

HAPPY BIRTHDAY TO U.S.
(Addison-Wesley)

HOT DOG FILMS
(Films Incorporated)

HUMAN VALUES IN THE CLASSROOM
(Hart)

100 WAYS TO ENHANCE SELF-CONCEPT IN THE CLASSROOM
(Prentice Hall)

JOB SURVIVAL SKILLS KIT
(Singer)

LIFE SKILLS: FILLING OUT FORMS AND FOLLOWING DIRECTIONS
(The Center for Humanities, Inc.)

MATH APPLICATIONS KIT
(Science Research Associates)

METMAK
(Science Research Associates)

MOVE (MANAGING OUR VOCATIONAL EXPLORATIONS)
(Arizona Division of Vocational Education, Arizona Department of Education)

PERSONALIZING EDUCATION--VALUES CLARIFICATION AND BEYOND
(Hart)

STRUCTURED EXPERIENCES I-VI by Pfeiffer and Jones
(University Press)

VALUES
(Xerox Corporation)

VALUES CLARIFICATION
(Hart)

VALUES CLARIFICATION THROUGH SUBJECT MATTER
(Hart)

WHAT COLOR IS YOUR PARACHUTE
(Ten Speed Press)